The amendments were put to vote and carried.

Mr. James Fletcher : I move that the Bill, as amended, be passed.

Mr. Kottur Kunjukrishna Pillai: I second it.

The motion was put to vote and carried.

The Bill was passed.

The Travancore Hindu Gains of Learning Bill.

Mr. G. Narayana Aiyar: Sir, I beg leave to introduce the Travancore Hindu Gains of Learning Bill.

Mr. Kochikal P. Balakrishnan Tampi: I second it.

The motion was put to vote and carried.

RESOLUTIONS ON MATTERS OF GENERAL PUBLIC INTERESTS.

Compulsory Primary Education.

Mr. K. M. Kesavan: Sir, I beg to move the following resolution :

"This Council recommends to Government that early steps be taken to introduce compulsory primary education in the State."

Sir, it is the practice here and elsewhere when such resolutions are moved, for the member concerned to seek the aid of figures, statistics. It cannot be said that that is a useless practice. But, educated members as we are, and knowing the condition of education in Travancore as we do, I do not think statstics are needed for bringing in a resolution like the present one. Comparatively, the percentage of literacy in Travancore is not low ; it is about 30 per cent. while, in British India it is only about 10 per cent. This high percentage has been achieved on account of the wise and generous policy of the Travancore Government in giving free primary education. Sir, when that step was taken by Government, our educationists gave us the definite assurance that we will be able to achieve complete literacy in a few years. We are disappointed. We have not been able to reach that Utopian ideal.

Hence it is that I have found it necessary that such a resolution as this should be moved and that, with the hearty co-operation of those interested in this problem and interested in welfare of the country, the matter might be taken up.

Sir, when I move such a resolution as this, I do realise the financial difficulty underlying such a problem, when it is to be worked. We have already found that we have only a revenue of about Rs 263 lakhs for the next year. The able Financial Secretary in his instructive and interesting and, from a literary point of

LIBRARY ARCHIVES Kerala Legislative Assembly

view, very fine speech, has convinced us that he has bestowed his best thoughts for each item of revenue and expenditure, so much so that he has not been able to allot more money even though he desires it. That was why my speech during the general discussion of the Budget was to a certain extent devoted to suggest measures for the raising of revenue. No useful additional programme can be taken up and worked if we are not prepared to meet the financial demand that might arise in its wake. Hence it is that I have in my speech pointed out certain programmes by which we would be able to raise our revenue. I need not reiterate what they are. Honourable members can remember them and so without calling forth the statistics from other countries to point out the benefits that those countries have derived from compulsory primary education, I would request the House to support this resolution and to pass it and devise measures for raising the revenue by which it will be able to implement this resolution.

Mr. G. Narayana Aiyar: May I know Sir, what will be the approixmate amount that will be necessary if the scheme is sanctioned?

Mr. K. M. Kesavan: To some extent I have already alluded to the percentage of leteracy that we have among us. To begin with we must first decide the question as to whether we should take up adult education as well or whether compulsory primary education should be made available only to children of school going age. Without determining that, I am not be in a position to answer the questian put by the honourable member

Mr. M. Govindan (*Nominated*): Sir, I support the resolution, and in doing so, I fully realise the financial implications involved. I was glad to hear from the Director of Public Instruction in answer to the suggestions for the introduction of compulsory education coupled with suggestions for reduction of school fees, the reply that nobody can entertain both these suggestions together and that they are both brought forward in one breath without realising the difficulties of the situation. His suggestion which was put in an interrogatory fashion was whether it would not be more advisable that he brings forward a scheme, coupling it with a little educational cess, to be spread over a number of years. If I remember right, that was what he said. I fully agree with the Director of Public Instruction on this point. I do admit that it will involve considerable expenditure to introduce compulsory education all at once throughout the State. But what I would suggest is that in the scheme which the Director has in mind he might consider the question of introducing it first in the municipal

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areas of the State, taking the municipal towns alone, and then, spreading it over a number of years to encompass the whole State. That the problem is a very urgent one being recognised by the Government and by the department, I do not propose to take up the time of the House by going into the details with regard to the urgency for the scheme.

I may just point out one or two figures for your information. Now we say that in the matter of education we are not behind any other part of India. I would just take two communities as an illustration. According to the population of the Nair Community the total number of illiterates, according to the latest figures, will be five lakhs and odd. That is a little more than half the population. Then, among the Ezhavas who number nine lakhs having almost the same population as the Nairs, the total number of illiterates will be about seven lakhs. What about the Pulaya, the Paraya and the other lower classes? With this large mass of illiteracy we cannot claim even the value of enlightened labour which attracted the capital from outside the State, as was pointed out by the Dewan-President the other day. It may be that if we fall behind in literacy, that reputation which we have may also go. The intelligence of the labourer depends to a large extent upon the literacy also. So, in regard to this compulsory education, it may be necessary to introduce a Bill. Twenty-four years ago, a friend of mine Mr. P. K. Kesava Pillai introduced a measure for compulsory education in the then Legislative Council which had perhaps an official majority. It was ably supported by the late Mr. K. G. Sesha Aiyar, than whom nobody knew Travancore conditions better. But the Bill contained a serious omission and there was unwillingness on the part of the mover and the supporter to subject Travancore to a mild educational cess. There was no provision made for finance and the Government of the day did not find it possible to shoulder the burden of introducing compulsory education. But much water has flown under the bridge since then and what was not possible then must be possible now not that the principle of the Bill was not acceptable to the House then. It was acceptable but it was on the sole ground of finance pointed out by the officer in charge of education at that time that the Bill had to be dropped.

Commencing from the famous reign of Her Highness Rani Gowri Bai in 992 more than a hundred years of effort have been spent in the direction of education. It was fully realised even then "that the State"—I am quoting - "should defray the entire cost of the education of the people in order that there may be no backwardness in the spread of enlightenment among them, that by diffusion of education they might become better subjects and public

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. M. Govindan

servants and that the reputation of the State might be enhanced thereby". These objects are still kept in view and the large mass of illiteracy even amongst the forward communities in the State is appalling. I would therefore appeal to this House to accept this resolution and to the Government to adopt early measures for introducing a measure of compulsion spread over a number of years.

Mr. Kottur Kunjukrishna Pillai : Sir, I wish to say a word regarding this resolution. Sir, the resolution asks Government to take steps for the introduction of compulsory primary education in the State. Although the mover of the resolution said that figures are not very necessary, I think it is somewhat necessary to make out a case for Government to take up the matter.

Sir, education in Travancore, so far as primary education is concerned, though it has not been compulsory, has been free for a very long time. From 1906 onwards, in Baroda primary education has been made compulsory. Although primary education has been made compulsory in Baroda from 1906, the percentage of male literacy there is only 33 and the percentage of female literacy is only 8 per cent whereas Travancore, without the compulsion, has 41 per cent male literacy and 17 per cent female literacy. Sir, when we compare Travancore with Mysore the difference is still greater. In Mysore the male literacy is only 17 per cent and the female literacy is only 3 per cent. The Provinces of India have from 9 to 19 per cent of male literacy and from less than one to three per cent female literacy. Therefore it can be said without any shadow of doubt - and we can legitimately take pride of the fact — that Travancore has made the greatest advance when we consider the conditions in India, whether of Provinces or of States. If we take the position of China or even that of Egypt where you have got compulsory education from 1923 onwords the position of Travancore is better. But if we compare our conditions with those in Europe where compulsory primary education has been going on for a very long time in States like Germany, United States, the United Kingdom, Italy and other places they have succeeded in liquidating illiteracy, I admit, Sir, that there is no reason for us to rest content with our present position. Therefore, what I have to point out is that the problem is very serious but it cannot be met unless we are prepared to pay the price for it and that price we must be willing to pay. I think the whole of Travancore will be willing to pay the price when Government makes the demand and then we will not be lagging behind as our predecessors have done once before.

Mr. K. K. Kuruvilla. Sir, I also wish to speak a few words on this resolution. It seems to me that the desire for edu-

LIBRARY ARCHIVES Kerala Legislative Assembly

cation in Travancore has become so universal that even if compulsion is introduced there will be no difficulty. The only problem that face most people is the question of finance.

The introduction of a new cess has been suggested here. I doubt very much how far any new tax on the people will be appreciated. Therefore, I want to make a suggestion and that is, Government now spend about Rs. 8 lakhs on secondary education. There are many people and even certain communities who will be glad to take up the work of secondary education. In fact I have sometimes felt that if opportunities are given to certain progressive communities in the State to start educational institutions as and when they desire, then our communal differences could also be overcome. Therfore, I suggest that secondary education in the State should be handed over to private agencies and release the money that is available for it for purposes of primary education. In that case, I think a sum of Rs. 5 lakhs could be secured for primary duction. With this money, at least, compulsory education could be started in Municipalities. If the Municipalities think of introducing any new tax for the purpose of education, this amount of Rs. 5 lakhs could be given over to rural areas to start as many primary schools as possible. Therefore, the quession of finance atleast can be solved. By handing over secondary education as far as possible to private agencies, at least 5 lakhs of more maney could be made available for introducing compulsory primary education,

Mr. G. Narayana Aiyar: Is not the secondary system of education self-supporting?

Mr. K. K Kuruvilla: It is not. But money is somehow found by Government for it. I understand, that about Rs. 3 to 4 lakhs is got by Government as fees from secondary schools. But they spend about Rs. 8 lakhs towards that. Anyhow, money is found for secondary education, and if my suggestion is accepted that money could be utilised for primary education.

Sahib Bahadur T. Mahomed Ismail: It is true from the point of view of enlightenment and general education, our State is more advanced when compared with the rest of the States and Provinces in India, but, at the same time, it is poor consolation to compare our state with far off China.

Mr. Kochikal P. Balakrishnan Tampi: May I know the percentage of literacy in that part of China called Canton?

Sahib Bhahadur T. Mahomad Ismail: I do not know that. But, we are in a far better position than some of the other States and Provinces. We may not be fully aware of the steps taken to banish illiteracy in certain parts of India for the past two or three years. But, as I said two days ago, if we want to keep pace with

LIBRARY ARCHIVES Kerala Legislative Assembly

[Sahib Bahadur Mahomed Ismail.]

our progress, it is our duty to introduce compulsory primary education in the land. The financial problem, no doubt is staring us. That problem has to be tackled anyhow, in spite of the very serious nature of it. To me, it appears that more than intensifying agriculture and industrialisation of the country, most important is primary education. That will be paying in the long run though it is true that lakhs and lakhs of rupees will be necessary for it. When I say so, it should not be understood that what is spent for industrialisation is unneccessary. It is absolutely necessary for the progress of the State. Side by side with that, we must see that our people are educated, especially at a time when the adult franchise reform is the burning topic of the day. Though I do not think it may materialise in the near future, it has to come. Before it materialises, it is very necessary that our people get themselves educated. To achieve that end, an element of compulsion becomes necessary in the matter of education. We know that it is not feasible to introduce compulsory primary education throughout the State immediately. But we may soon be having village panchayats instituted in rural parts of the State which correspond to district boards and allied institutions of other parts of India. Village panchayats could help in the spread of primary education so far as rural parts are concerned. If Government can sanction small grants as allowances to village panchayats, municipalities etc., they will take up the question of primary education. If institutions are started for the spread of primary education in different localities of the country as outlined by me, the evil resulting from lack of education could be eradicated in a short time. No elaborate argument is necessary to bring home to the Government the necessity to take steps in this direction. Education will prove a great blessing to the poorer classes, as stated by my friend Mr. Govindan. Only when there is an element of compulsion, Pulayas, Parayas, and other backward communities, will go in for education. Therefore, I support the resolution as stated by the mover. What it states is, that Government should take up the initiative in the matter. It is high time that a scheme for the introduction of compulsory primary education is devised by Government as early as possible.

Mr. Kochikal P. Balakrishnan Tampi: Sir, I support the principle of the resolution. But, I am afraid, the possibility of having free primary education, and compulsory education, at that, is a little remote. I do not want to be accused of talking with the tongue in my cheek, when I support the principle.

As far as I can see, the problem in Travancore is not one of so much of want of compulsion but of want of facilities. As far as I am aware, there is no communal question either. If at all, there is

LIBRARY ARCHIVES Kerala Legislative Assembly

any other question, it is only a question of the community of economic interests. Members of the rich people and well-to-do classes like Mr. Govindan were having education early enough. But poor people of the different parts of the country had not the facility a few years ago, to go in for education. But thanks to the kind policy of Government in establishing schools.

Mr. M. Govindan: May I know whether the member is aware of the fact that community to which M. Govindan belongs and other communities like Pulayas, Parayas, Kuravas, were denied admission to the schools until about 30 yesrs ago?

Mr. Kochikal P. Balakrishnan Tampi: Sir, I am not a student of antiquities, archeology or ancient history.

President: 30 years is not such a period.

Mr. Kochikal P. Balakrishnan Tampi: But, by the time I emerged from childhood and went to school, I found Mr. K. M. Kesavan sitting by my side. I am not one who believes in the Law of Moses that the sins of grandfathers should be visited upon their grandchildren.

Mr. K. K. Kuruvila: Is that a correct interpetation?

Mr. Kochikal P. Balakrishnan Tampi: My friend is surely a better authority on theology.

Any way Sir, the one problem that must be kept in mind by Government is to afford greater facilities for education for the poorer and backward classes, by giving them clothes or midday meal and not one of compulsory education. But when we introduce compulsion in a practically poor State like Travancore, honourable members do not take into consideration the unnecessary cost involved in running an agency for enforcing, attendance for prosecuting the offenders and so forth, for supervising it. If half the sum that Government have to spend for establishing such agencies is spent for providing midday meal, clothes and text books for the poor children, that will be a very great thing done to the poor in our land. I am inclined also to question the utility of having free education all along. It was a good enough stunt a few years ago. Now, we are asking for a more equitable distribution in taxation, and the burdens of taxation. Is it not worth while re-examining the whole question? Is it equitable that the son of a rich man and that of a poor man should be treated alike by the State. Is it not proper to ask the people who are capable and economically better, to pay, so that people of the poorer classes may be given not only the nominal education that is being given now in schools but also something more. The poor class people have first of all to be given that fitness, that physical fitness, to receive the education that is given free in our schools. It is certainly an irony of fate that this problem of introducing compulsory

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. Kochikal P. Balakrishnan Tampi]

primary education should be asked to be tackled by Government immediately after the question relating to the granting of additional facilities in elementary schools was answered by the Director of Public Instruction. It was only this morning, the Director had to cite European authorities for the proposition that sixty or seventy children could be crowded in the infant classes. That takes us to a situation in the finances of this country. When we look into the budget, we find that a large part of the gross income of the State is spent for education. That really forms a greater percentage than the amount spent in any other State or Province in India. I ask, is it possible for Government to spend more on education alone when we ask for more hospitals, more roads and bridges, more for nation-building activities and all the rest of it. Of course, there is a justification to ask for it. I am myself inclined to requestion the soundness of this proposition. So long as there is this Government, constituted as it is, it is ours to ask, because, there is not, at any rate, the immediate chance of our being asked to do it ourselves. Therefore my suggestion is, if at all Government wish to have compulsory free education, it must be done, as my friend Mr. Govindan suggested, in Municipal areas at the first instance. We must also take care that not a pie from the general tax-payer goes to the education of the city child at all, for, a city child is situated by his birth, in a much better position than the child in rural areas. A town child gets education free in that, educational factors, consciously or unconsciously, are at work in city life. Therefore, a city child is better placed for receiving education. Certainly the enlightened Municipalities which are for local self-Government must find the money for educating the children. Whatever funds are available from Government for educational purposes must be devoted for giving midday meal and the purchase of text books to the poor children. I am not very ambitious when I say that we must have better buildings than some existing school buildings which look not better than those houses in which the four-footed creatures are housed Some ascu treated bamboo is the submit of ambition with which furniture in schools could be made. Therefore without going in for more ambitious things let us put right the things we already have Let us give something to the poor school masters who get Rs. 4 of Rs. 5 and sometimes nothing at all. Let us give them some grants. Grant is denied to a large number of trained teachers. Half a rupee cut was made in their pay by an iniquitous Director of Public Instruction. Before we find funds for these things it may be very idle to think of primary compulsory education. Any way as an aspiration Mr. Kesavan's proposition will commend itself to all right-thinking people.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. Thomas Chandy Mukkadan ; സർ, ഈ പ്രമേയത്തിൽ പ്രാഥമിക നിർബന്ധിത വിദ്യാഭ്യാസം എന്നു പറയുന്നുണ്ടെങ്കിലും വിദ്യാഭ്യാസം ഇല്ലാത്ത ജനങ്ങൾക്കു പ്രാഥമിക വിദ്യാഭ്യാസം നൽകുകയാണോ, അതോ, പ്രാഥമിക സ്കൂളുകളിൽ പഠിപ്പിക്കത്തക്ക പ്രായത്തിലുള്ളവർക്കു നിർബന്ധിത വിദ്യാഭ്യാസം കൊടുക്കുകയാണോ ഏതാണ് ഉദ്ദേശിച്ചിരിക്കുന്നതെന്ന് വിശദമല്ല. രാജ്യത്തിന്റെ അഭിവൃദ്ധിക്കു എല്ലാവർക്കും അക്ഷരജ്ഞാനം ഉണ്ടാക്കണമെന്നുള്ള ആദർശം സ്വീകാര്യയോഗ്യമാണ്. ആദർശത്തിൽ എന്റെ മാന്യസ്നേഹിതൻ മി. തമ്പിയും ഞാനുമായി വളരെ അടുത്തുവരുന്നു. അദ്ദേഹം പറയുന്നു, ചില പ്രായോഗിക വൈഷമ്യങ്ങൾകൊണ്ടാണ് ഇവിടെ വിദ്യാഭ്യാസം വേണ്ടിടത്തോളം പ്രചരിപ്പിക്കാൻ കഴിയാത്തതു് എന്ന്.

Sahib Bahadur T. Mahomed Ismail : വിഷമങ്ങളെല്ലാം തീർന്ന് ഒരു കാര്യം നടക്കുമോ ?

Mr. Thomas Chandy Mukkadan : അതുതന്നെയാണ് ഞാനും പറയുന്നതു്.

മി. എം. ഗോവിന്ദൻ സംസാരിക്കയുണ്ടായി, അദ്ദേഹകാലങ്ങളിൽ ചില സമുദായങ്ങൾക്കു വിദ്യാഭ്യാസം ചെയ്യുന്നതിനു ചില സാങ്കേതിക തടസ്സങ്ങൾ ഉണ്ടായിരുന്നുവെന്നും അതുകൊണ്ടു് ഇപ്പോൾ ആ വിഷയത്തിൽ അവർക്കു പല ന്യൂനതകളുണ്ടെന്നും. അങ്ങനെ നോക്കുമ്പോൾ താഴ്ന്നു നിന്നിരുന്ന ചില സമുദായങ്ങൾക്കു വിദ്യാഭ്യാസം കുറവായതു ഈ കാരണങ്ങളാലാണെന്നുള്ളതു് സമ്മതിക്കേണ്ട ഒരുപദമാത്രമാണ്. നിർബന്ധിത വിദ്യാഭ്യാസം ഏർപ്പെടുത്തിയാൽ അതു് ഇവർക്കു തന്നെയും വിഷമകരമായ ഒന്നായിരിക്കും. മി. തമ്പി പറയുന്നതുപോലെ വിദ്യാഭ്യാസത്തിനുള്ള പ്രായോഗിക വൈഷമ്യം എന്താണെന്നു അധികം വേണ്ട വണ്ണം മനസ്സിലാക്കീട്ടില്ല. വളരെക്കാലമായി വിദ്യാലയങ്ങളിൽ പ്രവേശനം അനുവദിക്കാതെ അവരെ പുറത്താക്കപ്പെട്ടിരുന്നു, എന്നുമാത്രമല്ല.

Mr. C. N. Thuppan Namboodiri *(Travancore Jenies)* : ഈ രാജ്യത്തു് അക്ഷരജ്ഞാനമില്ലാത്ത ആളുകൾ എത്ര ശതമാനമുണ്ടു് ?

Mr. Thomas Chandy Mukkadan : അതിനു പ്രത്യേകം പ്രത്യേകം കണക്കുകൾ ഉണ്ടു്.

ഫീസ് സൗജന്യവും മറ്റു സൗകര്യങ്ങളും ഏർപ്പെടുത്തി ജനങ്ങൾക്കു വിദ്യാഭ്യാസം കൊടുക്കുവാൻ ബഹുമാനപ്പെട്ട ഗവണ്മെൻറ് സന്നദ്ധത പ്രദർശിപ്പിച്ചിട്ടും ഇനിയും ഇവിടെ വേണ്ടിടത്തോളം അക്ഷരജ്ഞാനമു

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. Thomas Chandy Mukkadan]

ണ്ടായിട്ടില്ല. പ്രാഥമിക വിദ്യാഭ്യാസം ഏറ്റവും നിർബന്ധിതമാക്കിയാലും അതു് പ്രായോഗികമാകയില്ലെന്നു ഇന്നത്തെ പരിതഃസ്ഥിതികൊണ്ടു് ഉദ്ഘാടിക്കുവാൻ കഴിയും. ഉൾനാടുകളിൽ കടന്നു നോക്കിയാൽ 8 മുതൽ 9 വരെ വയസ്സു പ്രായമുള്ള കുട്ടികൾകൂടി കൂലിവേലക്കുപോയും കാലക്ഷേപം കഴിക്കുന്നതു് ധാരാളമായി കാണാൻ കഴിയും. പ്രാഥമിക വിദ്യാഭ്യാസം പ്രായോഗികമാക്കുന്നതിനു പണസംബന്ധമായ വിഷമമാണുള്ളതെന്നു ഇവിടെ ചിലർ പറഞ്ഞു. പണസംബന്ധമായ വിഷമം എന്നു പറയുമ്പോൾ, സ്കൂൾ ഉണ്ടാക്കുവാൻ, ഫീസുകൊടുക്കുവാൻ, പുസ്തകങ്ങൾ വാങ്ങുവാൻ എന്നിങ്ങനെയുള്ള വിഷമങ്ങളാണു് സാധാരണ എല്ലാവരുടേയും മനസ്സിൽ പതിയുന്നതു്. എന്നാൽ ഇവിടത്തെ ഭൂരിഭാഗം ജനങ്ങളും ഇപ്പോൾ കാലക്ഷേപത്തിനു തന്നെ വളരെ വിഷമിക്കുന്നുണ്ടു്. അവർക്കു അവരുടെ കുട്ടികളെ വേലക്കു കൊണ്ടുപോയി അതിൽനിന്നും കിട്ടുന്ന കൂലികൂടി ലഭിച്ചെങ്കിൽമാത്രമെ ജീവിക്കുവാൻ നിവർത്തിയുള്ളു് എന്ന നിലയിലായിട്ടുണ്ടു്. അതുകൊണ്ടു്, ആദ്യമായി അതിനൊരു പരിഹാരം ഉണ്ടാക്കിയെങ്കിൽമാത്രമേ പ്രാഥമികവിദ്യാഭ്യാസം ഇവിടെ നിർബന്ധിതമാക്കിയാലും ഫലമുണ്ടാകയുള്ളു. കൗൺസിലിൽവച്ചും പ്ലാറ്റ്ഫാറങ്ങളിൽനിന്നും പ്രസംഗിക്കുന്ന ചിലർ അവരുടെ പ്രസംഗത്തിൽ കാണിക്കുന്ന മനോഭാവം അവരുടെ വീടുകളിൽചെന്നു് പ്രവർത്തിയിൽ കാണിച്ചിരുന്നുവെങ്കിൽ ഇവിടത്തെ അക്ഷരജ്ഞാനം ഇതിലുമുപരി വർദ്ധിച്ച ഒരു നിലയെ പ്രാപിക്കുമായിരുന്നു. ഇവരുടെ കുട്ടികൾക്കു് ട്യൂഷൻകൊടുക്കുമ്പോൾ തങ്ങളുടെ വീടുകളിൽ നിൽക്കുന്നവേലക്കാരെക്കൂടി പഠിപ്പിക്കുവാൻ ഏർപ്പാടു ചെയ്താൽ മതിയാകുമായിരുന്നു.

നിർബന്ധിത വിദ്യാഭ്യാസം മുനിസിപ്പാലിറ്റികളിൽ ആദ്യമായി ഏർപ്പെടുത്തണമെന്നു് ചിലർ അഭിപ്രായപ്പെടുകയുണ്ടായി. ഉൾനാടുകളെ അപേക്ഷിച്ചു് മുനിസിപ്പാലിറ്റി അതൃത്തികളിലാണു് സാക്ഷരസംഖ്യ കൂടുതലായി നിൽക്കുന്നതു്. അവിടെയുള്ളവർക്കുതന്നെ നിർബന്ധിതവിദ്യാഭ്യാസം കൊടുക്കണമെന്നു പറയുന്നതിന്റെ അർത്ഥം ഉൾനാടുകളിലുള്ളവർ ഇനിയും അക്ഷരജ്ഞാനമില്ലാതെ കുറേനാൾകൂടി നിൽക്കണമെന്നാണു്. ആ നയം ശരിയാണെന്നു എനിക്കു തോന്നുന്നില്ല.

വോട്ടിനുവേണ്ടി നിർബന്ധിത വിദ്യാഭ്യാസം ഏർപ്പെടുത്തണമെന്നു എന്റെ സ്നേഹിതൻ മി. ഗോവിന്ദൻ പറയുന്നതിനോടു ഞാൻ യോജിക്കുന്നില്ല. വോട്ടിനുവേണ്ടിയല്ല, ജ്ഞാനത്തിനും ഉൽകൃഷ്ടചിന്തക്കും രാജ്യ

LIBRARY ARCHIVES Kerala Legislative Assembly

ത്തിന്റെ അഭിവൃദ്ധിക്കുംവേണ്ടിയുമാണ് നിർബന്ധിതവിദ്യാഭ്യാസമേർപ്പെടുത്തേണ്ടതു്. പട്ടണങ്ങളെ അപേക്ഷിച്ചു് ഇവിടത്തെ ജനസാമാന്യം കൂടുതലായി അധിവസിക്കുന്നതു് ഉൾനാടുകളിലായിരിക്കുന്നതിനാലും വിദ്യാഭ്യാസസംബന്ധമായി കൂടുതൽ വിഷമിക്കുന്നതു് അവിടെയുള്ളവരായിരിക്കുന്നതിനാലും അക്ഷരജ്ഞാനാഭിവൃദ്ധിക്കു് ഇതു് അത്യന്താപേക്ഷിതമാണെന്നുള്ളതിനാലും നിർബന്ധിതവിദ്യാഭ്യാസം ഏർപ്പെടുത്തണമെന്നുണ്ടെങ്കിൽ അതു് ഉൾനാടുകളിൽത്തന്നെയാണേർപ്പെടുത്തേണ്ടതു്. ഏതായിരുന്നാലും, ഏതു ജാതിയിൽപെട്ടവനായിരുന്നാലും ശരി, മതത്തിൽപെട്ടവനായിരുന്നാലും ശരി, നമ്മുടെ രാജ്യത്തെ ലോകത്തിന്റെ മുന്നണിയിൽ ഉൽകൃഷ്ടചിന്താപദ്ധതികളോടും പ്രവർത്തിപദ്ധതികളോടും കൂടി കൊണ്ടുവരുന്നതിനും ജ്ഞാനാഭിവൃദ്ധിയെ ശരിയായി പ്രകടിപ്പിക്കുന്നതിനും ഇതുപകരിക്കുമെങ്കിൽ അങ്ങിനെ ഉപകരിച്ചുകൊള്ളട്ടെ എന്നുള്ള വിചാരത്തോടുകൂടി ഞാൻ ഈ പ്രമേയത്തെ പിൻതാങ്ങുന്നു.

Mr. M. Govindan : ഒരു പരിഷ്കാരം ഏർപ്പെടുത്തുന്നതിനു അതിനെ ഏർപ്പെടുത്തുവാനുള്ള സൗകര്യംകൂടി ഒരു പ്രേരകമല്ലയോ?

Mr. Thomas Chandy Mukkadan : സൗകര്യത്തേക്കാൾ ആവശ്യമാണു നോക്കേണ്ടതു്.

Mr. Kochikal P. Balakrishnan Tampi : ബഹുമാനപ്പെട്ട മെമ്പർ മി. ഗോവിന്ദൻ വോട്ടിനു വേണ്ടി പ്രാഥമികവിദ്യാഭ്യാസം ഏർപ്പെടുത്തണമെന്നു പറഞ്ഞതു അദ്ദേഹത്തെ സംബന്ധിച്ചിടത്തോളം ശരിയാവണമെന്നില്ലല്ലൊ?

Mr. Thomas Chandy Mukkadan : അങ്ങിനെ വന്നാൽ കൊള്ളാമെന്നുള്ള വിചാരംകൊണ്ടു് അദ്ദേഹം അതു പറഞ്ഞുവെന്നേയുള്ളൂ.

Mr. V. S. Arumukhnam Pillai : After hearing the honourable members I wish to speak a few words on the subject. The idea of compulsory primary education is very good. But as responsible citizens we ought to realise our responsibility in the matter, particularly the financial implications involved in the scheme. Unfortunately, the learned mover has not given us any idea as to the financial implications and and as to how this scheme is to be worked out. Anyhow in considering the measure we have to see whether that is expedient and wise at this juncture. We have just now started the Travancore University and the University has commenced its business. We require a large amount of

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. V. S. Arumukham Pillai.]

money to work it out. Further, honourable member Mr. Kunjukrishna Pillai has given us an idea with facts and figures as to how literacy in this State stands favourably when compared to other States. The honourable member Mr. Ismail would say that it is a poor consolation to compare our State with other States. Let us compare our State with other States and British Indian Provinces in the matter of literacy. It is a matter of gratification and we have to congratulate our enlightened Government for the high degree of literacy that we have attained when compared with other Indian States and British Indian Provinces.

Mr. Kuruvilla has pointed out that 50 per cent. of the expenses may be.....

Mr. M. Govindan: May I know from the member whether we are ahead of Burma or Ceylon in the matter of literacy?

Mr. V. S. Arumukham Pillai: I have not got figures with me. But so far as I know we are ahead of British Indian Provinces and other Indian States in the matter of literacy. So what I submit that Mr. Ismail's contention is not correct.

With regard to the financial implications, Mr. Kuruvilla has said that in the matter of secondary education some progressive communities may be entrusted with that work.

Mr. K. K. Kuruvilla: On a point of personal explanation I did not say 50 per cent. I said only 5 lakhs.

Mr. V. S. Arumukham Pillai: What I understood was that 50 per cent. of the actual amount now spent on secondary education must be made available in the hands of some progressive communities or agencies. I know how secondary schools are progressing in the hands of some progressive communities. I do not want to enter into details as to how private schools are managed because it is not within the province of this subject. But I have to state that it is very dangerous and unsafe for other communities and espicially minor and unprogressive communities to entrust the secondary education in the hands of private agencies and especially in the hands of progressive communities. By progressive communities I do not know what all communities is meant by my friend. I gather that he means those communities which are now conducting private institutions.

Mr. K. K. Kuruvilla: Sir, on a personal explanation It has no reference to my own community. I feel that my community has been subjected to much criticism for being responsible to a large extent for the spread of education in the country.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. V. S. Arumukham Pillai : Sir, I am not referring to any particular community. But all the same it is a well known fact that the Christian Missionaries are responsible for primary education in South Travancore as well as in North Travancore where they conduct a large number of private schools. Of course we are thankful to them for the spread of literacy. I am not casting any aspersions on that community. But in any case I have to protest against the idea of entrusting any particular community with primary education.

Mr. Kochikal P. Balakishnan Tampi : Has the member any objection in extending that privilege to non-denominational, non-sectarian private agencies ?

Mr. V. S. Arumukham Pillai : I don't know whether it will be good. But I think it is better to leave that matter entirely in the hands of Government.

Mr. Thomas Chandy Mukkadan : ചില സമുദായങ്ങളെ തൃപ്തിപ്പെടുത്തുവാനുള്ള വിഷമംകൊണ്ടാണോ മെമ്പർ ഇങ്ങനെ അഭിപ്രായപ്പെട്ടത് ?

(At this stage the President vacated the chair which was then occupied by Mr. Kottoor Kunjukrishna Pillai, one of the Panel of Chirmen).

Mr. V. S. Arumukham Pillai : It is not only that. There are many things to be considered. I don't want to bring in all these details here. It is not the question of difficulty to the students or the people. But there are other factors to be considered, *viz.*, social, political and economical. I don't wish to refer these things now. But I simply protest against the idea of entrusting this to private agencies. How these private schools are managed is shown in the report of Mr. Statham.

Mr. M. Govindan : May I know from the honourable member whether there are more boys and girls attending in aided schools and private institutions than in Government schools ?

Mr. V. S. Arumukham Pillai : I have not got the figures here to make a comparative statement. But I know as a matter of fact that the strength in Government schools is far more than in private schools.

Mr. Thomas Chandy Mukkadan : സാധാരണ കുന്ന്യാനികം നടത്തുന്ന സ്ക്കൂളുകളിൽ മറ്റു ജാതിക്കാക്കും ഫീസ ഇളവും മറ്റു സൌജന്യങ്ങളും ചെയ്തുകൊടുക്കുന്നതായി മെമ്പർക്കറിയാമോ?

Mr. V. S. Arumukham Pillai : I know that facilities for education are given to all the students alike.

LIBRARY ARCHIVES Kerala Legislative Assembly

Chairman: The honourable member has exceeded his time limit of 10 minutes.

Mr. V. S. Arumukham Pillai: Sir, I have been a student of a private institution also. With regard to education that I got there I had nothing to complain of. But I was made to attend to Bible class there for half an hour daily.

Mr. Kochikal P. Balakrishnan Tampi: May I know whether in the Scott Christian College at Nagercoil it was compulsary?

Mr. V. S. Arumukham Pillai: The honourable member knows better than myself about this Whatever that be, it is not a question of the quality of education that one got from these private institutions or the facilities or inconveniences of students but there are other factors to be looked into. Now, Sir, as I said we have many schemes before us and we want money to carry out those schemes. More over we have also started a University. We are not wanting in the percentage of literacy here. In that respect we are far ahead of other provinces in British India and the Indian States. But on account of financial considerations it is not expedient at this juncture to make this venture. Further we need not despair of the illiteracy of our masses. In 1900 in Europe and America the peasants and agriculturists were not so literate. The degree of literacy obtained there then was not so high as is obtained in India now.

Mr. A. Easwara Pillai: May I know the percentage of literacy obtained in America in 1900?

Mr. V. S Arumukham Pillai: The percentage obtained in America or Europe in 1900 was the same as the percentage which is obtained in India now. Therefore, I say, that in course of time our peasants and villagers will also attain to a high degree of literacy.

Chairman: Your time is up.

Mr. V. S. Arumukham Pillai: With these few words I oppose the resolution.

Sahib Bahadur T. Muhammad Ismail: Sir, may I point out by a few figures that.....

Chairman: No. The honourable member cannot do that now.

Mr. James Fletcher: For the eradication of illiteracy compulsory education is necessary. I do not agree with some of my friends who said that compulsory primary education is not necessary for that purpose. I feel that compulsory primary education alone can eradicate illiteracy. I am supported in this view by the Census Report that has been prepared in Travancore a decad ago,

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. M. K. Ananthasiva Aiyar (*Nominated*) : May I know whether we have not advanced much further than the time of the last census ?

Mr. James Fletcher : So far as this matter is concerned, we have not advanced much. I shall explain my statement. There is a desire for education in the families of advanced communities. But take the case of the families of the depressed class communities. What is their ideal ? The parents think that as soon as the boy or girl is of sufficient age they will be of some help to them in the matter of earning their livelihood. They have no money or desire to send those children to school. But if there is compulsion, they are sure to send their children to school. Therefore, with reference to depressed communities and the backward communities compulsory education alone will help them to eradicate illiteracy.

I would also submit that the ideal of our State ought to be the eradication of illiteracy. The Travancore State has been in the vanguard w.th reference to literacy. (*hear, hear*). It is a pride for every member of this House. Sir, though we have been to a large extent literate, let us be on our guard lest we fall behind. Other provinces are forging ahead in the matter of education. In British Indian provinces there is a great move for the eradication of illiteracy and when they are speeding ahead, we should not sleep. We who have had the advantage of the start should go as fast as we can so as to keep the vantage position. Lack of funds seems to be the only objection raised against the introduction of compulsory education. Sir, I am proud of our Financial Secretary and I am sure he will be able to find sufficient funds for the introduction of this very ambitious scheme.

Mr. M. Govindan : May I know whether the member would favour the idea of levying a local cess for this ?

Mr. James Fletcher : Sir, I have the least objection to such a levy. A local cess or for that matter any other kind of cess will not be too much for this.

Mr. M. K. Ananthasiva Aiyar : May I know whether the matter cannot be deferred until the coming census is over ?

Mr. James Fletcher : A consideration of the question now in all its aspects can not in any way obstruct the next census operations.

Mr. Thomas Chandy Mukkadan : കരം ഏർപ്പെടുത്തണമെന്നു പറഞ്ഞതു് പഠിക്കുന്നവരിൽ നിന്നാണോ അതോ കരം ഏർപ്പെടുത്താൻ ശക്തിയുള്ളവരിൽ നിന്നാണോ?

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. James Fletcher: The rich people have to pay for the poor people. Then I may be permitted to suggest one or two sources of income for helping this compulsory primary education. For, funds, I would suggest that there is very good source of income in the State which could be utilised to the best advantage *viz.*, by nationalising the salt industry. The industry at present is conducted by private individuals. And if it is taken over by the Government, a very large profit will come out of it into the exchequer of the State and that can be utilised very well for this very important nation building scheme namely compulsory primary education. I hope the Financial Secretary would look into the question and see whether it is not practicable and possible.

Mr. M. Govindan: May I know whether the salt licensees are not given licensees on fixed terms? And will not the acquisition and taking over of the industry involve considerable amounts by way of compensation?

Mr. James Fletcher: I know Sir, that compensation will have to be paid. So far as the Colachel Allom is concerned compensation was given when it was taken from the original licensees to be handed over to the new lessee. And the original licence for that Allom was given on a permanent tenure. So far as the other alloms are concerned the licenses were given on a temporary basis.

Mr. V. S. Arumukham Pillai: May I know whether the member is aware that the licensees have invested large sums of money in those alloms for converting them into pans?

Mr. James Fletcher: But they can be given reasonable compensations for their investments.

Mr. V. S. Arumukhom Pillai: May I know whether the member is aware that the licenses are in some cases for 350 years?

Mr. James Fletcher: I am not aware of that Sir. But even then Government can give them compensation.

Mr. V. S. Arumukham Pillai: May I know whether the member has got any idea of the amount invested in these alloms for converting them into pans?

Mr. James Fletcher: I have got full data. Sir, in the case of the taking over of the bus traffic from Nagercoil to Trivandrum by the State, the Government offered compensation.

Sahib Bahadur T. Muhammed Ismail: May I know whether the member is aware that the Government have power to cancel any license at any time if they wish to do so?

Mr. James Fletcher: Yes, I am aware of that,

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. Thomas Chandy Mukkadan: ഈ വക ചോദ്യങ്ങളും ഈ സബ്ജക്റ്റുമായിട്ട് എങ്ങിനെ സംബന്ധപ്പെട്ടണ്ട എന്നറിഞ്ഞാൽ കൊള്ളാം.

Chairman: The Chair will take care of the relevancy.

Mr. James Fletcher: That is a matter of detail and the Financial Secretary will consider that.

There is another point which I wish to bring to the consideration of the Director. The Director himself suggested that the under-graduates should not be allowed to take the Degree unless and until they had undergone some training in social work for a few months among the villages. Sir, these under-graduates could be utilised every year for teaching the villagers and introducing compulsory primary education among the people.

Chairman: Time is up.

Mr. T. K. Kittan (*Vaikam, Kottayam and Changanacherry cum Peermade*): സർ, ഈ പ്രമേയത്തിന്റെ തത്വത്തോടു ഞാൻ യോജിക്കുന്നു. ഈ പ്രമേയം നടപ്പിൽ വരുത്തുന്നതിനു വല്ല പണച്ചിലവുമുണ്ടെങ്കിൽ അതിനെ എതിക്കാതെ നിവർത്തിയില്ല. ഇന്നത്തെ നിലയ്ക്കു വിദ്യാഭ്യാസത്തിനായി ഇതിൽ കൂടുതൽ പണം ചിലവിടുവാൻ രാജ്യത്തിനു സൌകര്യമല്ലെന്നാണു എന്റെ അഭിപ്രായം. സൌകര്യമുള്ളപ്പോൾ നിർബന്ധവിദ്യാഭ്യാസം രാജ്യമൊട്ടാകെ നടപ്പാക്കുകയല്ലാതെ മുനിസിപ്പാലിറ്റിക്കുത്തുമാത്രം നടപ്പാക്കുക എന്നു പറയുന്നതു് ഇന്നു മറ്റുവിഷയങ്ങളെ സംബന്ധിച്ചിടത്തോളം തെക്കൻ തിരുവിതാംകൂറും വടക്കൻ തിരുവിതാംകൂറും തമ്മിൽ ചില കാര്യങ്ങൾക്കു തർക്കിക്കുന്നതുപോലെയിരിക്കുന്നു.

ഇന്നു തിരുവിതാംകൂറിൽ നടപ്പിലിരിക്കുന്ന വിദ്യാഭ്യാസരീതി തന്നെ ഒരുവക നിർബന്ധിത വിദ്യാഭ്യാസ സംഗ്രഹായമാണു്; നിർബന്ധിതം എന്ന വാക്കുപയോഗിച്ചിട്ടില്ലെന്നേയൊള്ളൂ. നാലാം ക്ലാസുവരെ പഠിക്കുന്നതിനു സകല സൌകര്യവും ഇപ്പോൾ ഏർപ്പെടുത്തിയിട്ടുണ്ടു്. പള്ളിക്കൂടങ്ങൾ എത്രതന്നെ സ്ഥാപിച്ചാലും കുട്ടികളെ പള്ളിക്കൂടത്തിൽ പറഞ്ഞയക്കേണ്ട ചുമതല രക്ഷകർത്താക്കൾക്കുള്ളതാണു്. അവർ ആ ചുമതല നിർവഹിക്കുന്നില്ലെങ്കിൽ അതിനു മറ്റാരെയും കുറ്റപ്പെടുത്തുവാനില്ല. എന്നാൽ നിർബന്ധിത വിദ്യാഭ്യാസം ഗവണ്മെന്റു നടപ്പിൽ വരുത്തുവാൻ ആലോചിക്കുന്നു എന്നും കുട്ടികളെ പള്ളിക്കൂടത്തിലയച്ചില്ലെങ്കിൽ രക്ഷകർത്താക്കളെ പിടിച്ചു ജയിലിലാക്കുമെന്നും ഒരു ഒരുശ്രുതി നാട്ടിൽ പരന്നാൽ കുട്ടികളെ രക്ഷകർത്താക്കൾ തന്നെത്താനെ പള്ളിക്കൂ

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. T. K. Kittan]

ടത്തിൽ അയച്ചുകൊള്ളാം. എനിക്കു ഇന്നത്തെ നിലക്കു ഈ പ്രമേയത്തെ അനുകൂലിക്കയോ പ്രതികൂലിക്കയോ ചെയ്യുന്നതിനു നിവർത്തിയില്ല.

Mr. A. Easwara Pillai: Sir, our immediate goal should be to make the people of our country completely literate. I think that this is the object of our Government also. The only impediment is the lack of funds. Just to obviate this difficulty, I wish to make one or two suggestions. Burma, at present, stands first in point of literacy in India. I think that they have achieved this not by the help of their Government, not by establishing innumerable schools all over the country by the Government, not by spending the major portion of their revenue, but my information is that they have attained this height of literacy, by the ceaseless efforts of the monks of the monastries. They took up the cause themselves and imparted free education in their religious institutions. We can also imitate Burma in this matter. We have got innumerable temples, churches and mosques They have got funds also. If they want they could take up the work and impart instruction to the children in their institutions. Sir, before the organisation of this department, primary education was carried on by a set of persons called "Ezhuthu Asans". It was really sucessful and it was being worked very satisfactorily. We have got over so many duly qualified hands. Vast majority of the V. S. L. C. and E. S. L. C. certificate holders are now without employment. If they are given free licenses to start schools in villages they will conduct schools on the model of the old "Ezhuthu Pallikudam". The people will maintain these schools at their cost. The department need only to supervise these institutions. If these views are not feasible, then Government should impose an education cess and the people should not grudge over it. This is the only way we can get rid of illiteracy in our country.

Mr. P. I. Simon (*Municipal Councils*): Sir, the resolution is worded in very general terms. I take it that the mover wants to bring into its compass only school-going children between the ages of five and ten. He does not want to bring within the ambit of the resolution, I am sure, all those who are now without primary education. He does not want to compel all those who are now illitrate to take to primary education irrespective of their age. He means that the school-going children of age between 5 and 10 should be compelled to go to school. Now, the present situation here may be worth consideration. According to the latest statistics, about 75 per cent of the boys between the ages of 5 and 10 and 50 per cent of the girls do attend the primary schools, so that without any sort of compulsion, voluntarily, about 75 per cent of our male children

LIBRARY ARCHIVES Kerala Legislative Assembly

and 50 per cent of our female children are now attending the primary schools. Every parent feels it a duty, a sort of moral compulsion, to send his boy or girl to the school and educate the child in the primary classes. If people are not sending their children to the schools it must be in the backward communities such as among the Pulayas and the Kuravas. Perhaps, no children are being sent to the school from those communities. Therefore, to make our literacy greater, it would be best to do propaganda among the backward communities and it may be well to ask the Protector of backward communities to do the needful in this matter.

Mr. M. Govindan : May I know from the honourable member the percentage of literacy in Travancore ?

Mr. P. I. Simon : Sir, I have a rough idea. It is about 50 per cent but I do not know whether it is correct.

Mr. M. Govindan : May I correct the honourable member. It is 28·9 per cent.

Mr. P. I. Simon : It may be that. I only say that my honourable friend Mr. Govindan is not aware of the minimum amount of instruction required to confer literacy on a person. It is not learning in one or two classes in a primary school that would confer the title of literacy to a person. The minimum number of classes that a person should attend before he is declared to be literate is the 1st five classes of the vernacular school. To learn up to the fourth class and leave it there will be to lapse into illiteracy. My honourable friend Mr. Govindan is not aware of that definition of literacy.

Mr. M. Govindan : Sir, a word of personal explanation. When I was talking on the question of compulsory education in connection with the general discussion of the budget, I definitely stated that it must be five years only and my friend was away on other business and did not hear it. Now, he is accusing me of ignorance of that elementary principle.

Mr. P. I. Simon : I would emphatically say that there is no relation between literacy and compulsory primary education. Compulsory primary education would not make the land more literate than it is at present. Because, literacy is something more than primary education as it is understood in this resolution. Therefore to say that the percentage of literacy is low because primary education is not compulsory is wrong. I would therefore say that compulsion in the matter of education will be misplaced in this land, where all parents do feel a sort of moral compulsion that their children should be educated. In response to that moral compulsion most of the communities do send their children to the school. It is only in the very backward communities, viz. the pulayas and the Kuravas that the children are not sent to the school. That is what has caused the illiteracy seen in this land. I would, therefore, oppose the resolution.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. E. K. Kuripe: സർ, ഈ ഉപക്ഷേപത്തിന്റെ തത്വത്തോടു മാത്രം ഞാൻ യോജിക്കുന്നു. ഈ രാജ്യത്തെ ഇന്നത്തെ പരിതസ്ഥിതിക്കു നിർബന്ധവിദ്യാഭ്യാസം ഇപ്പോൾ നടപ്പാക്കുന്നതു വളരെ ദോഷകരമാണു്. പ്രൈമറി എഡ്യൂക്കേഷൻ ഗവണ്മെൻറു സവ്പ്രധാനമായി പരിഗണിച്ചു അതു സാർവത്രീകമാക്കുന്നതിനു വേണ്ട പരിശ്രമങ്ങളും ചെയ്യുന്നുണ്ടു്. നമ്മുടെ രാജ്യത്തെ മുതലെടുപ്പിൽ അഞ്ചിലൊരു ഭാഗം ഇതിലേയ്ക്കുവേണ്ടി ചിലവാക്കുന്നതായിട്ടാണു് എന്റെ അറിവു്. പ്രൈമറി വിദ്യാഭ്യാസം നിർബന്ധിതമായി ഏർപ്പെടുത്തണമെങ്കിൽ ചുരുങ്ങിയതു ഒരു അഞ്ചുലക്ഷം രൂപായെങ്കിലും ഉടനടി ചിലവാക്കേണ്ടിയിരിക്കുന്നു. നമ്മുടെ രാജ്യത്തിലെ ജനങ്ങളും ഒരു പട്ടണത്തിലോ ഒരു താലൂക്കിലോ പ്രത്യേകമായി തിങ്ങി താമസിക്കാതെ രാജ്യത്തിന്റെ നാനാഭാഗങ്ങളിലും മലകളിൽപോലും താമസിച്ചു് ജീവിക്കുന്നവരാകുന്നു. അവരുടെയെല്ലാം ആവശ്യത്തിനു് വിദ്യാലയങ്ങളും ഉണ്ടാക്കണമെങ്കിൽ ഒരു മൈലിനിടക്കു് ഒരു സ്കൂളും സ്ഥാപിക്കേണ്ടതായിവരും. ഈ കണക്കു നോക്കിയാൽ ചുരുങ്ങിയതു് ൫൦൦൦ സ്കൂളെങ്കിലും ഇവിടെ ഏർപ്പെടുത്തേണ്ടതായി വന്നേക്കും.

Mr. C. N. Thuppan Nambudirippad : ഇപ്പോൾ ഈ രാജ്യത്തു് എത്ര ചതുരശ്രമൈലിനകത്തു് ഒരു വിദ്യാലയംവീതം ഉണ്ടെന്നുള്ളതു് മെമ്പർക്കു് അറിയാമോ?

Mr. E. K. Kuripe : കൃത്യമായിട്ടു് നിശ്ചയമില്ല.

Mr. Thomas Chandy Mukkadan : മെമ്പർ കൂടുതൽ പണം ചിലവിടേണ്ടിവരുമെന്നു പറഞ്ഞതു വിഷമമുള്ള കുട്ടികൾക്കു ഭക്ഷണംകൊടുക്കുന്നതിനുള്ള ചിലവുകൂടി ഉൾപ്പെടുത്തിയാണോ?

Mr. E. K. Kuripe: എല്ലാംകൂടി ഉൾപ്പെടുത്തിയാണു്.

Mr. P. I. Simon : ൧ ചതുരശ്രമൈലിനു് ഒരു പ്രൈവറു സ്കൂളുവീതമെങ്കിലും ഉണ്ടോ?

Mr. E. K. Kuripe : എനിക്കു കൃത്യമായി അറിഞ്ഞുകൂടാ.

Mr. K. K. Kuruvilla : ആളുകൾക്കു വിദ്യാഭ്യാസത്തിനു് സ്കൂളുകൾ ആവശ്യമാണു് എന്നു പറഞ്ഞാൽ അതിലേക്കാവശ്യമുള്ള സ്കൂളുകൾ ഉണ്ടാക്കിക്കൊടുക്കേണ്ടതല്ലേ?

Mr. E. K. Kuripe : ആവശ്യമാണു് എന്നു കണ്ടാൽ പണമുണ്ടാകുമ്പോൾ സ്കൂളുകൾ ഉണ്ടാക്കിക്കൊടുക്കാം.

Mr. M. Govindan: ൧ മൈൽ ഇൻഹാബിറ്റഡ് ഏരിയാക്കുള്ളിൽ ഒരു സ്കൂളുവീതം ഉണ്ടോ എന്നു് മെമ്പർക്കു് അറിയാമോ?

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. E. K. Kuripe : നിർബന്ധവിദ്യാഭ്യാസം നടപ്പാക്കത്തക്കവണ്ണം ആവശ്യമുള്ളിടത്തോളമുള്ള സ്കൂളുകൾ ഇവിടെ ഇല്ലാ എന്നാണ് ഞാൻ പറഞ്ഞതു്.

നിർബന്ധവിദ്യാഭ്യാസം നടപ്പാക്കണമെങ്കിൽ ഒരു അയ്യായിരം സ്കൂളുകളെങ്കിലും ഇവിടെ സ്ഥാപിക്കേണ്ടതായിട്ടു വന്നേക്കും. മഹാരാജാവുമുള്ള ഒരു രാജ്യമാകയാൽ വിദ്യാലയങ്ങൾക്കു ആകുന്നു വെള്ളം കോരാതെ ഇരിക്കുന്നതിനുവേണ്ടി കരഞ്ഞതു് ഒരു സ്കൂളിന് ൪൦൦ രൂപായെങ്കിലും ചിലവാക്കേണ്ടതായിവരും. അയ്യായിരം സ്കൂളുകൾക്ക് ഈ കണക്കിന് രണ്ടരലക്ഷം രൂപായിൽ കൂടുതൽ ആവശ്യപ്പെട്ടേയ്ക്കും. ഇതു കൂടാതെ വിദ്യാഭ്യാസം നിർബന്ധിതമാക്കുന്നപക്ഷം വീട്ടുചിലവിനു പോലും നിവർത്തിയില്ലാത്ത ചില രക്ഷകർത്താക്കന്മാർക്ക് അവരുടെ കുട്ടികളെ പള്ളിക്കൂടത്തിൽ അയക്കാൻ നിവർത്തിയില്ലാതെ വന്നേയ്ക്കും. പള്ളിക്കൂടത്തിൽ പോകുന്നതിന് വഴിയില്ലാത്ത സ്ഥലങ്ങൾ തിരുവിതാംകൂറിൽ ധാരാളമുണ്ടു്. ചില കുട്ടികളെ സ്കൂളിൽ കൊണ്ടുചെന്നാക്കുന്നതിന് വേറെ ഒരാളിനെക്കൂടി ഏർപ്പെടുത്തേണ്ടതായിവന്നേയ്ക്കും. ആ ആളിനും ഗവണ്മെൻറിൽനിന്നുതന്നെ പണം കൊടുക്കേണ്ടതായിവന്നേക്കും. ഇതെല്ലാംകൂടി കണക്കുകൾ നോക്കുമ്പോൾ ൫ ലക്ഷം രൂപയിൽ കൂടുതൽ വേണ്ടിവന്നേക്കുമെന്നാണ് എന്റെ അഭിപ്രായം. ഗവണ്മെൻറ പല പദ്ധതികളിലും ഏർപ്പെട്ടിരിക്കുന്ന ഇക്കാലത്തു് ഉടനെ ഇതു ചിലവുചെയ്യണമെന്നു് പറയുന്നതു് അത്ര ശരിയായിരിക്കുമെന്നു് എനിക്കു തോന്നുന്നില്ല. ഗവണ്മെൻറ് ഇപ്പോൾ ഏർപ്പെട്ടിരിക്കുന്ന പദ്ധതികളിൽനിന്നു് വലിയ സംഖ്യ ലാഭംകിട്ടി രാജ്യത്തെ സാമ്പത്തികസ്ഥിതി നന്നായിത്തീരുന്നകാലത്തു് നിർബന്ധവിദ്യാഭ്യാസം നടപ്പാക്കുന്നതു നന്നായിരിക്കും എന്നാണ് എന്റെ അഭിപ്രായം.

Mr. M. K. Ananthasiva Aiyar : Sir, I think honourable members are under a misconception that Travancore has not far advanced in the matter of literacy, since the last census. Now, if you travel along the M. C. road, you will find a primary school for almost every furlong. At the time of the last census there were not so many schools in the country.

Mr. M. Govindan : Does the honourable member take into account the increase in population also, since the last census?

Mr. M. K. Ananthasiva Aiyar : Yes, Sir. I have had occasion to mingle with the backward communities and I find that they are now far better in point of literacy than they used to be

LIBRARY ARCHIVES Kerala Legislative Assembly

some years ago. I do not think there are many among them who have not had primary education.—I am not talking of the older generation ; I am referring to the younger generation ; more than 95 per cent. of the younger generation among backward communities are literate.

Mr. M. Govindan: Which part of Travancore is the honourable member referring to ?

Mr. M. K. Ananthasiva Aiyar: Those parts where the members of the backward communities live in large numbers.

Mr. A. Easwara Pillai: Has that place no name ?

Mr. M. K. Ananthasiva Aiyar: I am referring to the Kuttanad area where tens of thousands of these people come during the harvest time, in the months of Meenam and Medam. I have put questions to their children, and many of them are able to answer such questions more intelligently than any of us.

Sahib Bahadur Abdul Tayeb Shaikh Kaderbhoy (*Commerce and Industry, South*) : May I know to whom the honourable member was referring when he said 'any of us' ?

Mr. M. K. Ananthasiva Aiyar : I was referring to myself, (*Laughter.*)

Chairman : Was the answering of questions, put by the honourable member, a proof of their intelligence, or literacy ?

Mr. M. K. Ananthasiva Aiyar : Sir, I am a manager of a school ; I know almost all the lessons in the text-books prescribed for the I, II, III and IV classes. To satisfy my curiosity, I used to put these school children questions in arithmetic, geography and other subjects ; in fact, I am giving tuition to a number of children.

Mr. A. Easwara Pillai: Is the manager entitled to put questions to school children during school hours ?

Mr. M. K. Ananthasiva Aiyar: He is, in his school.

Mr. K. M. Kesavan : Is that not against accepted principles ?

Mr. M. K. Ananthasiva Aiyar: It is not.

Mr. Kochikal P. Balakrishnan Tampi: Does it not involve the risk of recognition being withdrawn ?

Mr M. K. Ananthasiva Aiyar: No ; I am only testing the efficiency of teaching there.

Mr. Thomas Chandy Mukkadan: മെമ്പർ ഉദ്ദേശിക്കുന്ന സ്കൂളുകളിൽ വരുന്ന കുട്ടികൾക്കു ഉച്ചഭക്ഷണം കൊടുക്കേണ്ടതുണ്ടോ ? മെമ്പർക്ക് അതുവേണ്ടെന്നുണ്ടോ ?

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. M. K. Ananthasiva Aiyar: ഞാൻ പരീക്ഷിച്ച നോക്കിയതിൽ പത്തുമുപ്പതു കുട്ടികൾ ഉച്ചഭക്ഷണം ഇല്ലാതെയിരിക്കുന്നതായി കണ്ടു. അവർക്ക് ഉച്ചക്ക് കഞ്ഞികൊടുക്കാൻ ഏർപ്പാടുചെയ്തപ്പോൾ ആ പള്ളിക്കൂടത്തിലുള്ള കുട്ടികളെല്ലാം തന്നെ ഉച്ചഭക്ഷണത്തിനു നിവർത്തിയില്ലാത്തവരായിത്തീർന്നു. അതുകൊണ്ട് ആ ഏർപ്പാട് നിറുത്തേണ്ടതായിവന്നു.

That is the difficulty in Travancore. I have found, Sir, that almost all the boys and girls belonging to the backward communities answer questions most brilliantly. Certainly, I know they were not so well of at the time of the last census and before. I am therefore quite sure that there are not many children in the country who do not attend the primary schools. I do not think there is any need to introduce compulsory primary education at this juncture. If honourable members will wait till the next census, I am sure they will find that the percentage of literacy is now very high.

Further, the figures of the last census are not free from mistakes. There are every so many *Ezhuthu Palli* institutions in the country which, I think, have not been included in the census figure. The attention of the Director of Public Instruction would not have been drawn to these village institutions.

Chairman: Does the member know the basis on which the census authorities calculate the percentage of literacy?

Mr. M. K. Ananthasiva Aiyar: From the records of the Education Department.

Chairman: No.

Mr. M. Govindan: Do not the Census Enumerators who go from house to house ask questions about the literacy of the inmates?

Mr. M. K. Ananthasiva Aiyar: So far as I am aware, they ask somebody in the house; and in most cases it is some old woman that gives some information; it is such information that is recorded by the Enumerators.

Further, many of the Nambutiri children do not go to school. That does not mean they are illiterate. They have their own schools in their houses. These figures do not go into the census records.

Mr. M. Govindan: May I ask how my friend proposes to eliminate the contingency of old women giving information to the Enumerators, at the next Census?

Mr. M. K. Ananthasiva Aiyar: Now that the point has been placed before the House, Government will make the necessary arrangements for proper recording of figures.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. P. R. Godavarma Raja (*Edavagai*) : Sir, I oppose this resolution not on the ground of cost alone, but on principle. I hold that it is unwise to resort to compulsion in such matters. It is up to us to educate the people and to persuade them to send their children to schools. Compulsion is the method adopted by modern Germany ; we need not have it.

There is also another ground on which I oppose the resolution. Already we are spending a substantial percentage of our revenues towards education. It will be taxing the resources of Government too much if we introduce compulsory education throughout the State.

Mr. T. K. Kittan : മി. കൈപ്പള്ളിന്റെ പ്രസംഗത്തിൽ ഒരു പള്ളിക്കൂടത്തിന് ഒ ാ ാ രൂപാവീതം അയ്യായിരം പള്ളിക്കൂടങ്ങൾക്ക് ഒ ാ ലക്ഷംരൂപാ ചിലവുവരുമെന്ന് ഒരു കണക്കു പറഞ്ഞു. ആ കണക്ക് തെറ്റാണ്. അതു് ഇലക്ഷം രൂപാ വരുന്നുണ്ട്.

Mr. E. K. Kuripe : ഞാൻ ഇലക്ഷംരൂപയിൽ കൂടുതൽ വേണ്ടിവരും എന്നു പറഞ്ഞതേയുള്ളൂ.

Mr. P. R. Godavarma Rajá : Further, compulsory primary education will necessarily have to be followed by compulsory secondary education also. On the whole, the cost involved would be absolutely disproporticnate to the advantage that might be gained.

There is a lot of scope for improving the quality of education that is being imparted now, so that any more money that may become available might better be utilised for that purpose rather than for compulsory primary education. People should be given the incentive and also facilities to send their children to school. A new orientation of our educational policy will, I am sure, give that kind of incentive to the people which will serve the purpose of compulsory education.

The House rose for lunch at 1 P. M. and re-assembled at 2 P.M. with Mr. Kottoor Kunjukrishna Pillai, one of the Panel of Chairman in the Chair.

Mr. P. R. Godavarma Raja : I was saying that a new re-orientation of the educational policy of the Government will serve as a fillip of incentive to the people to send their children to school. I mean that the education should be so remodelled as to make the children earn a living after they pass their school-going age. Our University is tackling the problem of industrialisation and so many other allied subjects. A system which does not tackle the problem of primary education also is not bound to be fruitful. Therefore it is that I say that a new method of primary education should be introduced. That is what I mean when I say that the quality of the education should be improved. However

LIBRARY ARCHIVES Kerala Legislative Assembly

much the Government may try, it is not possible to introduce universal compulsory education, because the resources are very limited. It is with the co-operation of the people and the public at large that illiteracy should be removed from us. My friend Mr. Govindan will accuse me of having no sympathy for the illiterate backward classes. Far from it. I am always sympethetic towards the backward classes and interested in ameliorating their economic condition as well as their educational attainments. What I want to emphasise is that first of all their mouths should be fed rather than their brains. Without food it is not possible to develop the brain. What we have to tackle therefore is with regard to their food ; and when the economic problem is solved the food problem is solved.

Chairman : The honourable member has already taken ten minutes.

Mr. P. R. Godavarma Raja : I have to tell the House that the resources of Government are limited and that it is for the public to take up this task of driving out illiteracy from us and make the land happy and enlightened. That is all I have to say on this resolution.

Mr. C. N. Thuppan Namboodiri : ഈ പ്രമേയത്തിൽ അടങ്ങിയിട്ടുള്ള തത്വത്തോട് ഞാൻ പൂർണ്ണമായി യോജിച്ചുകൊള്ളുന്നു. ഈ അവസരത്തിൽ എനിക്കു ചില പ്രധാന സംഗതികൾകൂടെ പറയാനുണ്ട്. സെൻസസ് റിപ്പോർട്ടിൽ അക്ഷരജ്ഞാനമില്ലാത്തവർ ന്യൂ ശതമാനത്തിനുമേൽ ഉണ്ടെന്നു കാണുന്നു. നമ്മുടെ രാജ്യത്തു് അക്ഷരജ്ഞാനമില്ലാത്തവർ ആരുംതന്നെ ഉണ്ടായിരിക്കാൻ പാടില്ല എന്നുള്ള അഭിപ്രായക്കാരനാണ് ഞാൻ. (ഹിയർ, ഹിയർ) അതിലേക്ക് ചില അഭിപ്രായവ്യത്യാസങ്ങൾ ഉള്ളതായി എനിക്കറിയാൻ ഇടയായിട്ടുണ്ട്. അതായതു നിർബന്ധമായ വിദ്യാഭ്യാസം ഏർപ്പെടുത്തുക എന്നു വരുമ്പോൾ സാധുക്കളായ കുട്ടികൾക്കു ഭക്ഷണത്തിന് അസൌകര്യം ഉണ്ടാകുന്നതാണ് എന്നാണ്. അതുകൊണ്ടു സാധുക്കളായ കുട്ടികൾക്ക് ഭക്ഷണത്തിനുള്ള സൌകര്യംകൂടി ചെയ്തു നിർബന്ധവിദ്യാഭ്യാസം ഏർപ്പെടുത്തുകയാണെങ്കിൽ അതു വളരെ നന്നായിരിക്കും. അതു് ഏതു പോലെ എന്നാൽ തീവണ്ടിയുടെ പുറകിൽ ഒരു ഇഞ്ചിൻകൂടി ഘടിപ്പിച്ചാൽ വളരെ വേഗം യാത്രചെയ്യുന്നതാണ്. എന്നാൽ പുറകിൽ ഇഞ്ചിൻ ഘടിപ്പിച്ചില്ലെങ്കിലും സാവധാനത്തിൽ അതിന്റെ പ്രാപ്യസ്ഥാനത്തു് എത്തുകതന്നെ ചെയ്യും. ഭക്ഷണസൌകര്യംകൂടി ചെയ്തില്ലെങ്കിലും സാവകാശമായി വിദ്യാഭ്യാസം അതിന്റെ സ്ഥാനത്തു് എത്തിച്ചേരുന്നതാണ്. ഏതായാലും വിദ്യാഭ്യാസം രാജ്യത്തിലുള്ള എല്ലാവർക്കും ഉണ്ടാകേണ്ടതു് അത്യാവശ്യമാണ്. ഇന്നു നമ്മുടെ രാജ്യത്തു നിലവിലിരിക്കു

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. C. N. Thuppan Namboodiri].

ന്ന വിദ്യാഭ്യാസരീതി പരിഷ്കൃതരാജ്യങ്ങളെന്നഭിമാനിക്കുന്ന യൂറോപ്പുമ തലായ രാജ്യങ്ങളിൽ നടപ്പിലായിട്ടുള്ളതാണ്. മനുഷ്യന്റെ ബുദ്ധിയെ എത്രത്തോളം അഭിവൃദ്ധിപ്പെടുത്താൻ കഴിയുമോ അത്രത്തോളം ഇന്നത്തെ വിദ്യാഭ്യാസത്തിൽ അവർ അടക്കിവച്ചിട്ടുണ്ട്. എന്നാൽ ഹൃദയം എ ന്നുള്ള സംഗതി, അറിയാൻ സാധിക്കാത്തതുകൊണ്ടോ എന്നറിയുന്നി ല്ലാ ഇന്നത്തെ വിദ്യാഭ്യാസരീതിയിലില്ല. മനുഷ്യന്റെ ഹൃദയത്തെ പു രുക്കുന്ന ഒരു വിദ്യാഭ്യാസരീതിയാണ് ഇപ്പോഴുള്ളത്. അതുകൊണ്ടു തി രുവിതാംകൂറിലെ വിദ്യാഭ്യാസപദ്ധതി മാറുന്നതിനുള്ള സൗകര്യം വരു മ്പോൾ ഹൃദയത്തേയും ബുദ്ധിയേയും ഒരുപോലെ അഭിവൃദ്ധിപ്പെടുത്ത ത്തക്ക ഒരു പദ്ധതി ഉണ്ടാക്കേണ്ടതു് അത്യാവശ്യമാണ്. അതാണ് നമുക്കു ക്ഷേമവും സമാധാനവും ഉണ്ടാക്കുന്നതു്. ഇവിടത്തെ ദാരിദ്ര്യ ത്തേയും ചൂരുക്കാൻ അതുകൊണ്ടു് സാധിക്കുന്നതാണ്. അതുകൊണ്ടു് നിർബന്ധവിദ്യാഭ്യാസം പ്രായോഗികമാക്കുന്നതിനു് ആരംഭിക്കുന്നപ ക്ഷം ഈ അഭിപ്രായങ്ങൾകൂടി ഗവൺമെൻറിന്റെ ആലോചനക്കു വി ഷയമാക്കണമെന്നുദ്ദേശിച്ചാണ് ഞാൻ ഈ പ്രമേയത്തെ അനുകൂലിച്ചു സംസാരിക്കുന്നതു്. ഈ ആശയത്തെ പ്രകടിപ്പിച്ചുകൊണ്ടു് ഈ റസ ല്യൂഷനെ അനുകൂലിച്ചുകൊള്ളുന്നു.

Mr. A. Gopala Menon: Sir, it has been aptly said that it requires an educated nation to appreciate the value of education. This question is nearly 25 ar 30 years old and has been gathering strength with age and it is not surprising that in this country it should be so.

Sir, the resolution, as it stands, requires some clarification. My honourable friend Mr. Govindan argued on the basis of the large percentage of illiteracy that compulsory eduction should be started. As has been argued by some of the other honourable members, there is a differenece between rooting out illiteracy and embarking upon compulsory primary education. In compulsory primary education we are concerned mostly with juveniles of school going age. The compaign against illiteracy envisages not only the juveniles but also people of advanced age. This aspect of the question, the training of people of advanced age in the art of writing, reading and arithmetic should be undertaken through other agencies and what is called adult education is advocated for the purpose. The ordinary institutions of adult education, such as, libraries, reading rooms and night schools, have been introduced within the last few years in the State, and their effect has yet to be measured before we can deplore the growing or stationary illiteracy in the country.

LIBRARY ARCHIVES Kerala Legislative Assembly

Sir, it has been mentioned that the progress of education in this country is not satisfactory. But I would invite the attention of the House to the figures given in the report of the Education Department. The total number of pupils reading in the first four classes of primary schools in 1113 was 6,21,850. Sir, it is something to be proud of that out of a total population of about 54 lakhs more than one-ninth is in the primary schools, although the juveniles form a large percentage of the population. It has also been questioned whether there has been any progress since the last census in the matter of education. In the report of the Department for the year 1107 the total number of pupils under instruction is given as 5,43,329. There has thus been an increase of about one lakh of pupils. Of course, population has increased; and I do not ignore that fact. What I say is, that the school-going population is not stationary. Even during the years 1112 and 1113 there has been an appreciable increase in the number of schools and in the number of children attending schools. The Department is therefore doing what it can and the people are also coming forward to do what they can, to keep the idea of education in the forefront and give every encouragement in the matter. 65 percent. as I said the other day, of the total population of juveniles is attending schools. Baroda with its comparatively earlier start and its compulsory education has attained only 81·7 per cent as seen from the last year's report. Consequently a difference of 16·7 per cent is all that compulsory education in Baroda has achived in the course of the last twenty years. Voluntary effort therefore has not been found wanting for the progress of education in the State. But the vital problem, as I said, of removing illiteracy requires work not only at the bottom but also at the top. In the latter direction we are doing something but more may be done in the near future. As against compulsion therefore, we can still swear by the principle of voluntary effort, because voluntary effort has not failed us. Within the last three or four years, however, there has been a setback in the growth of the number of schools and consequently in the growth of the numbers of the school-going population. That is due, Sir, to the paucity of funds for the encouragement of private effort and for the opening of new departmental schools. That has been the main cause of the set-back. Otherwise, there would have been a growing percentage of school-going children and an increase in the number of schools.

An important aspect of compulsion is not only that children should be compelled to attend school, but all that it implies as for example, legislative enactments, vexatious agencies to bring

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. A. Gopala Menon].

pressure to bear upon the guardians to send children to the schools, reports about unwillingness on the part of guardians, punishments and penalties in that connection ; and in addition, the need for compulsion to keep children in school until they have passed a certain stage of instruction. That is to say, the idea is not only to compel children to go to school, but compel guardians also to keep them in school for a comparatively long period until they receive the necessary amount of instruction. There, we are up against all sorts of difficulties.

(At this stage the President took the chair) The poverty of the guardians is an important aspect of the matter. Sir, I was at Nedumangad the day before yesterday. In the Nedumangad Malayalam Middle school I enquired about the condition of school children. I was considerably horrified to learn that about a third of the pupils attending the schools come without any food at all in the morning. Apart from the question of having noon-day meal, and want of text books, there is this appalling fact. It is not an unusual thing in some of the schools in rural areas. The conclusion therefore is that if we introduce compulsion now, we will be going too far. We will be undertaking a much larger responsibility than merely asking the guardians to send children to school. We have to feed them ; we have to clothe them; we have to provide them with books, and also offer all things necessary for proper instruction ; and this arrangement may have to continue, not only for four classes, but for a much longer period, for such time as the authorities decide education to continue to prevent lapsing into illiteracy. That is another aspect of primary education and illiteracy to which I invite the attention of the House. We may say that four years of instruction is the minimum requirement or say even five years. These are the two prominent schools we have. But neither of them can guarantee that there would be a continuous contact with learning when the children leave schools. The lapsing into illiteracy is a great danger against which we have to provide before we pride ourselves that the scheme of compulsory education will lead necessarily to the abolition of illiteracy in the country. Provision of agencies for such continuous contact, for such attention to study on the part of the children after they leave school is a more difficult matter than the provision of mere schools and classes for them. This aspect of question has not received the necessary emphasis at the hands of honourable members.

A scheme of adult education, of rural libraries and such other thing have not produced the necessary results. So far as I can see in looking through the list of persons attending rural libraries

LIBRARY ARCHIVES Kerala Legislative Assembly

and borrowing books from them within recent months, I observe that the children who have left after the fourth class do not go anywhere near it at all. It is grown-up people who are asking for books, who gather in the library to read newspapers, and discuss local affairs. But the idea that lapsing into illiteracy will be prevented by the inauguration of rural libraries has not received much encouragement from the illustrations I have examined.

Sir, I grant that the ideal of universal primary education is to be adopted by every advanced Government and this Government is certainly amenable to that ideal and it is prepared to accept it as such. But honourable members will concede that although universal primary education is an important aspect of the progress of a nation, the fundamental economic aspect has to be cared for, before we can embark upon costly schemes of universal education. The honourable members are aware that there are very many schemes which have been inaugurated by Government, the results of which will necessarily be to raise the standard of life in the country, and the close association of the standard of life with the standard of literacy will I hope not be forgotten in the discussion of this question.

The most important obstacle in the way of compulsory education in the State has been recognised by many honourable members and, that is, the financial difficulty. The financial difficulty has been made light of by some of the honourable members. But some others have given it its due importance. Various measures have been suggested as to how the question may be taken up. In regard to the introduction of compulsory education in Municipal areas, to what extent the Municipalities can come to the aid of Government has yet to be investigated. Experiments in educational fields by Municipalities have not been a success. Again, it has been suggested that secondary education may be handed over to private agencies and a sum of Rs. five lakhs saved thereby. Rs. five lakhs, Sir, no doubt, is a great saving. But at what sacrifice it is to be done, that is a matter for the honourable members to say and the people of the country to approve. Whether the handing over of secondary education completely to private agencies is a matter that will meet with universal approval has to be ascertained before the question can be finally decided.

Another suggestion is, the nationalisation of the salt industry about which much has been said in this House on another occasion. The one thing that emerged from the discussion is that the difficulties in its way are immense. And again, there has been a suggestion that religious bodies should undertake primary education as in Burma without any contribution from the State. Religious bodies are of various kinds in this country and whether all of them will

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. A. Gopala Menon.]

come forward and offer to educate their children without any kind of help from the State is a point for further investigation.

An educational cess has been suggested and as my friend Mr. Kittan correctly said and Mr. Kuruvilla also pointed out, there would not be much chance of an educational cess being welcomed even for the realisation of such a great and noble ideal as 'universal primary education' at this period of economic depression. Ten years hence, if all the great ideas that we have before us fructify, it may be possible to do so. It has also been suggested that in some rural areas permission may be granted to private agencies like Kudi-Asans to take care of education, and that educated and qualified persons also may be allowed to start schools of their own and impart education, without any restriction or aid. That is also a reasonable suggestion which might receive due consideration. Consequently, I might say that all the solutions offered to get over this financial difficulty appear to be worthy of deep and long consideration before we can accept or reject their feasibility and practicability, and in many of these cases, the solution is not one which can be immediately accepted and put into practice. What the department can now do is, to take the first step according to the principle of the resolution. The first step would be to improve and expand the facilities that already exist, in the matter of primary education. With one or two lakhs of rupees the Education Department will be able to provide benches for pupils to sit on, provide sufficient accommodation to relieve congestion and improve the efficiency of teaching. Now there are from 60 to 80 pupils attending classes in primary schools. That is more or less the present minimum in some of the schools and every attempt is being made to reduce the figure to 50 so that what education is imparted might prove useful. That brings me to the contents of primary education. What we have to teach how long we have to teach, what should be provided to prevent lapsing into illiteracy—all these are matters which deserve very anxious consideration and decision to which the department will address itself in the near future. The first step as I said, will be taken in the direction of improving and expanding the facilities that already exists which would necessarily involve a few lakhs of rupees by way of expenditure. I hope that with this assurance and with the schemes that have been explained, the honourable member will be satisfied.

Mr. Kochickal P. Balakrishnan Tampi: May I know in the light of the discussion that has taken place, will the Government be pleased to give mid-day meal to school children in some selected areas at least?

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. A. Gopala Menon: The question will be investigated.

President: It has been under consideration for some time.

Mr. Kottur Kunjukrishna Pillai: May I know whether the Director thinks that it is possible to have universal primary education at any time without resorting to a system of compulsory education?

Mr. A. Gopala Menon: It is my hope that it may be possible.

President: It will not be for thirty years, because there are certain communities in which even boys of very tender years are treated as part of the working population in the family. Therefore, unless you are able to detach those boys and girls from their family avocations and put them into school and at the same time satisfy the demand of the parents in several directions such as attending to the feeding and clothing of the children such a thing is not possible. It is not possible to take their children away from them without dislocating the financial equilibrium. That is the real problem. Without compulsion it is not possible to achieve it. There are a large number of such communities in whom an element of compulsion is necessary to be applied. There is the Krishnanvaka community where each boy and girl has a definite item of work to do either in the matter of cleaning the house or some other work.

Mr. A Gopala Menon: It may be possible to anticipate a stage when compulsory education may be introduced. But at the present stage it is not practicable. I have assured the House that first steps will be investigated by Government.

President: Even in schools that are functioning in the Madras Presidency, in the afternoon, the boys and girls are not able to devote any attention to their studies because of semi-starvation. Even the education that is now imparted to them may have to be supplemented by some kind of giving help in the direction of feeding. That is a very big problem.

Mr. A. Gopala Menon: I trust that the mover will be satisfied with all that I have said and not press the resolution.

Mr. K. M. Kesavan: Sir, I have been listening closely to the arguments advanced, both for and against the resolution that I have moved.

I have also closely listened to the very instructive and sympathetic reply advanced by the honourable member, the Director of Public Instruction. It was pointed out that there are considerable difficulties to enforce compulsory primary education. The first

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K. M. Kesavn.]

difficulty that confronts the Government if such a policy is to be pursued is want of funds. Reference was made as to the methods by which funds could be raised. But whether the whole of that amount can be devoted for this purpose alone, remains to be seen and also as to how much amount we will be able to raise. We can now only imagine as to the amount that could be raised. One very great difficulty that we experience in educational institutions is the noon meal of the poor pupils. As the President rightly observed many of them do not have their mid-day meal and consequently are not able to atten to what is going on in their classes. I had been the headmaster of a school for one or two years. I did not receive anything as salary but only something like an honorarium. A greater part of it was devoted to the feeding of the poor pupils of that school. It has been, for the last ten years, my attempt to prevent the people of my village from lapsing into illiteracy. I may inform this honourable House that I have been the founder and president of one of the—not one, of the—the only-circulating library in this State and it has been working very satisfactorily for the last ten years. (Mr. Kochikal P. Balakrishnan Tampi Hear. hear.) Even now, though out of the educational institution, I am doing some kind of social work, I may say so, without any kind of boasting. I am also in my own way giving noon meal to a few poor children who are attending the school close to my house. I may inform the honourable members of this House that within a radius of about half a mile of my house there is not a single boy or girl.....

Mr. V. Sankara Menon : May I know where this circulating library is situated ?

Mr. K. M. Kesavan : At Evoor (in Karthikapalli taluk) my own village.

There is not a single boy or girl of the school going age in my village who does not attend a school. I need not speak at length as to what we should do to enforce compulsory primary education. Reference was made that in Western countries in spite of compulsory education having been enforced, they have not attained complete literacy. Some hounarable member was speaking about the United Kingdom having adopted universal compulsory education long ago. I do not think that that observation is quite correct. If I remember correct, in England it was only after the Great War that Dr. Fisher, the Director of Education, took up the question of compulsory education.

President : It was a little earlier, because it was in 1901 that the Act of the Mid-day meal was passed in England : Is it not so, Mr. Gopala menon ?

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. A. Gopala Menon : I am not sure, Sir.

Mr. K. M. Kesavan : During the Great war or at about that time.

So, in the light of the assurance given by the Government that an enlightened policy is being pursued with a view to attain cent per cent literacy in the State, I do not desire to press this resolution.

The resolution, by leave, was withdrawn.

TAMIL AS OPTIONAL SUBJECT IN CLASSES V TO IX OF THE VERNACULAR SCHOOLS.

Mr. Kallur Narayana Pillai (*Mavelikara and Tiruvella cum Pattanamtitta*) : Sir I beg to move the following resolution :

"This Council recommends to the Government that Tamil be made an Optional subject in classes V to IX of the Vernacular Schools".

Mr. M. K. Ananthasiva Aiyar : May I know whether the member has any objection to add the words 'wherever found necessary' after the words 'Vernacular Schools' ?

Mr. Kallur Narayana Pillai : I have no objection.

Mr. G. Narayana Aiyar : Sir I rise to a point of order. There is a circular that the word 'Vernacular' should not be used in Government records. In the light of that Circular, I wish to know whether the resolution is in order.

Mr. M. K. Nilakanta Aiyar : The member who sent up the resolution is responsible for that.

Mr. Kottur Kunjukrishna Pillai : But for the heading member is not responsible.

President : It is noted that the word 'Vernacular' is used which should not have been used.

Mr. Kallur Narayana Pillai : തമിഴ്ഭാഷ മലയാളത്തോടുകൂടി ഒരു ഐശ്ചികവിഷയമായി പഠിപ്പിക്കേണ്ടതിന്റെ ആവശ്യകതയെ ഞാൻ ഇവിടെ ചൂണ്ടിക്കാണിക്കും. തിരുവിതാംകൂറിൽ ഏഴു ലക്ഷം ജനങ്ങളുള്ളതിൽ തമിഴ് സംസാരിക്കുന്നവരായി ഏഴുലക്ഷം ആളുകൾ ഉള്ളതായി കാണുന്നു. നാഞ്ചനാട്ടു പ്രദേശവും ചെങ്കോട്ടതാലൂക്കു മുഴുവനും തമിഴ്ഭാഷയാണു സംസാരിക്കുന്നതു്. തിരുവിതാംകൂറിലുള്ള പ്രജാവിഭാഗങ്ങളിൽ അവർ ഉപയോഗിക്കുന്ന ഭാഷകൾക്കുള്ള യോജിപ്പില്ലായ്മകൊണ്ടു് പലപ്പോഴും പല വൈഷമ്യങ്ങളും നേരിടുന്നുണ്ടു്. തിരുവിതാംകൂറിൽ മലയാളഭാഷ പരിചയമില്ലാത്ത തമിഴരെ മലയാളം സംസാരിക്കുന്ന താലൂക്കുകളിൽ ജുഡീഷ്യൽ ഉദ്യോഗസ്ഥന്മാരായി നിയമിക്കുന്നതുകൊണ്ടു് പല വിഷമങ്ങളും നേരിട്ടുകൊണ്ടിരിക്കുന്നു.

LIBRARY ARCHIVES Kerala Legislative Assembly